

General Certificate of Secondary Education

A341(b)CA

Citizenship Studies

Unit A341(b): (Core) Getting Started as an Active Citizen

Specimen Controlled Assessment Material

Time: 1 hour

INSTRUCTIONS TO TEACHERS

- Please refer to Section 5 of the Citizenship Studies specification for instructions on completing controlled assessment tasks.

INFORMATION FOR CANDIDATES

- The Controlled Assessment for Unit A341(b) of the GCSE course is worth 20 marks (20% of your GCSE (Short Course) mark and 10% of your total GCSE mark).

INSTRUCTIONS TO CANDIDATES

- You will be given two tasks. You must select **one** task to complete. Your task has some background information about a subject you must research. Spend about six hours to find your own research using additional materials of your own choice. You may use a maximum of six additional pieces of research when completing the Controlled Assessment.
- You may ask your teacher for advice and support on how best to approach the tasks and choosing appropriate additional materials.
- You have a maximum of **one** hour to complete the Controlled Assessment under the supervision of your teacher.

This document consists of **7** printed pages and **1** blank page.

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GCSE Citizenship Studies – Task 1b

Task 1 - 'Fairtrade gets a better deal for third world farmers'

Study the sources below to help you to understand the issue.

Source 1 Extract adapted from www.bbc.co.uk

The Fairtrade label is increasingly common. But while shoppers seem keen to pay a little over the odds for fair trade products, some observers question how effective it really is in helping farmers in the developing world.

Fairtrade products are popping up everywhere. Gone are the days when you had to trek to an off-the-beaten-track shop that smelt of hemp in order to buy a fairtrade woolly jumper or bar of chocolate. Now you just need to visit the High Street.

Topshop, once a bastion of cheap and cheerful garments, sells fair trade tunics, bubble tops and racer-back vests. And Marks and Spencer works with more than 600 fair trade cotton farmers in the developing world, using their cotton to produce chinos (for men), jeans (for women), hooded tops (for the kids), and a host of other fairtrade fashion items.

Sainsbury's sells fairtrade chocolate and coffee, and recently announced that the only bananas it will sell in future will come from fair trade producers.

There are more than 2,500 product lines in the UK that carry the Fairtrade mark. Last year we spent £290m on fairtrade food, furniture and clothing - an increase of 46% on the previous year.

It is currently Fairtrade Fortnight, organised by the Fairtrade Foundation. Events at schools, colleges, universities and workplaces up and down the country consist of everything from makeovers (swap those ordinary store-bought clothes for fairtrade threads) to food exchanges (bring along your favourite brand of tea, coffee or jam and swap it for a fair trade alternative).

The aim of fairtrade is clear - to get a better deal for Third World farmers.

In order to win the Fairtrade tag, the application of which is monitored by Fairtrade Labelling Organisations International, companies have to pay farmers higher than the market price for their products. This means fairtrade farmers are not at the mercy of the market's whims, and have extra money to invest in education for their children and other social needs.

Poverty trap

But not everyone is convinced that fairtrade is a good idea. Some critics claim that by focusing on achieving a fair price for poor farmers, the movement doesn't address issues of mechanisation and industrialisation - radical changes that might allow farmers in the developing world to stop doing back-breaking work and break out of the poverty cycle.

So how fair is fairtrade? Is it about getting Third World farmers to accept their lot, or, at best, a little bit more than their lot?

Source 2 taken from www.maketradefair.com



FAIR TRADE AND YOU

"Before you've finished your breakfast this morning, you'll have relied on half the world"

- Martin Luther King

An interesting thought. And a depressing one, when you realise that those people you've relied on for your coffee and muesli are almost certainly being exploited and oppressed by the unfair power balance in world trade.

But what can you do? Surely it's beyond your control? Wrong. You can buy Fairtrade products. And you can add your voice to the Big Noise.

Fairtrade is a growing, international movement which ensures that producers in poor countries get a fair deal. This means a fair price for their goods (one that covers the cost of production and guarantees a living income), long-term contracts which provide real security; and for many, support to gain the knowledge and skills that they need to develop their businesses and increase sales.

Fairtrade and the Make Trade Fair campaign

The Fairtrade movement has been one of the most powerful responses to the problems facing commodity producers. It gives consumers an opportunity to use their purchasing power to tilt the balance, however slightly, in favour of the poor. But fairtrade alone can't address the crisis faced by the millions of small-scale farmers and producers whose livelihoods are threatened by low commodity prices and unfair competition from rich countries.

This can only be achieved by changing the unfair rules of world trade so that they work for small-scale producers as well as rich multinationals.

In the meantime, for hundreds of thousands of people, fairtrade means the difference between a hand-to-mouth existence, and being able to plan for the future.

In the past decade, the Fairtrade movement has really taken off, as consumer awareness of - and indignation at - the treatment of producers in poor countries has increased. More retailers than ever are stocking fairtrade goods, the number of products on offer continues to grow as demand increases, and more poor communities are feeling the benefits.

Conduct your own research to challenge the view that '**Fairtrade gets a better deal for farmers in the developing world**'

In your answer you should

- Explain why people believe that Fairtrade gets a better deal for farmers in the developing world.
- Challenge this belief by explaining why Fairtrade may not give much help to farmers in the developing world.

Glossary to help you understand the issue

Fair trade – aims to respect the producers (mainly in poorer areas of the world) as much as the consumers (mainly in the richer areas of the world). It does this by attempting to ensure that producers are paid fair prices and have greater economic security through decent working conditions and, where possible, involvement in the ownership and management of their businesses.

Fairtrade – is an independent consumer label which appears on products as an independent guarantee that disadvantaged producers in the developing world are getting a better deal.



Suggested websites for research:

- www.bbc.co.uk - for more information from the news
- www.maketradefair.com - for charities
- www.fairtrade.org - for the founders of fairtrade
- www.theinterface.org.uk - for views against.

GCSE Citizenship Studies Task 1b

Task 2 - We should pay higher taxes to help support the elderly.

Read the sources below to help your understanding of the issue.

Source 1 Extract taken from www.dailymail.co.uk

Higher tax to help elderly backed

Three-quarters of British people would be prepared to pay higher income tax to fund better care for older people, a new survey has found.

Adding a penny in the pound on income tax would raise £2 billion, which would pay for 80% of all care home and domiciliary care fees, according to charity Counsel and Care.

People aged 55 and over were most likely to support paying more tax to improve care for the aged (82%), followed by the 45-54 age group (77%), according to the poll.

Two-thirds of those questioned felt the cost of care for older people should be Government-funded, with a quarter saying it should be means-tested.

More than four out of 10 respondents said care services for the elderly were worse than five years ago, with only 13% thinking they had improved.

The survey also found that a quarter of 45 to 54 year-olds did not know where to find advice on care for older people, even though this age group is most likely to have ageing parents needing help.

Stephen Burke, chief executive of Counsel and Care, said

"This YouGov survey supports our view that urgent action needs to be taken on the funding of long-term care, and that the public is willing to participate.

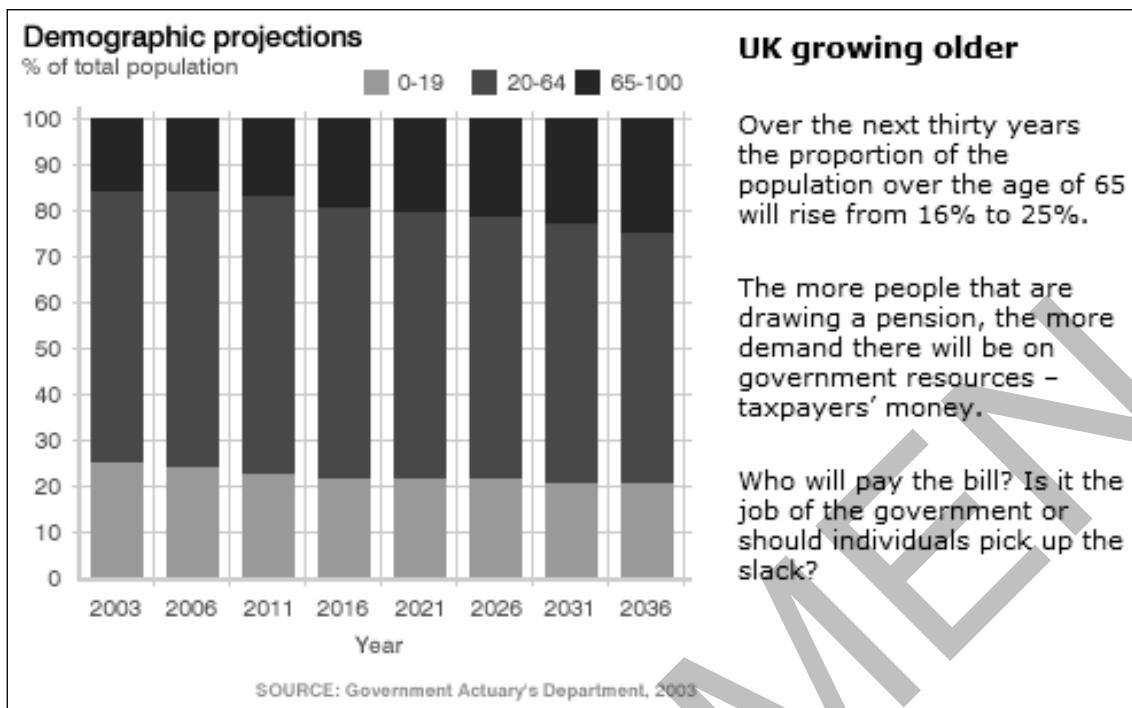
Clearly the public want better care for our ageing population. If we can develop a co-payment option that is a true partnership between the state, the family and the individual, we can move towards a fairer system of paying for care in the future.

That is the challenge for the Government in its spending review this autumn and beyond."

The survey was commissioned by Counsel and Care and Lawpack Publishing to coincide with the publication of a new book, *Caring For Loved Ones In Old Age*, and the start of the first Eldercare week.

Extract adapted from the BBC website on Pensions Crisis in Depth

Source 2



Conduct your own research to help you put together your arguments to advocate the point of view that '**We should pay higher taxes to help support the elderly.**'

In your answer you should

- Explain why we should pay higher taxes to support the elderly
- Describe any arguments against this belief.
- Challenge these arguments.

Suggested websites for research:

- www.ageconcern.org.uk – To research a charity which aims to promote the well-being of all older people
- www.bbc.co.uk - News items on the issue
- www.yougov.com - To look at surveys conducted on this issue
- www.telegraph.co.uk - To read a debate on the issue.

Copyright Acknowledgement:

Task 1:

Source 1 – adapted from <http://news.bbc.co.uk/1/hi/magazine/6426417.stm>

Source 2 - www.maketradefair.com

Task 2:

Source 1 – adapted from http://www.dailymail.co.uk/pages/live/articles/news/news.html?in_article_id=479515&in_page_id=1770

Source 2 - Extract adapted from the BBC website on Pensions Crisis in Depth

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

CITIZENSHIP STUDIES

Specimen Controlled Assessment Mark Scheme

Unit A341(b): (Core) Getting Started as an Active Citizen

The maximum mark for this unit is **20**

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OCR GCSE Citizenship Studies Task 1b Mark Scheme

	AO1 Maximum 10 marks	AO3 Maximum 10 marks
Level 1 1–2 marks	<p>There is a basic use of citizenship concepts, issues and terminology when attempting to answer the question.</p> <p>Information is organised at a simple level to aid communication.</p>	Candidate makes a simple response with some limited but relevant points / examples. The answer may be one-sided or in note form. Basic (or no) evidence of own research.
Level 2 3–4 marks	<p>There is a limited use of citizenship concepts, issues and terminology when answering the question.</p> <p>There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning.</p>	Candidate provides a general response to the question supported by at least two clear and relevant points covering both sides of the argument and drawn from either the sources provided or from their studies.
Level 3 5–6 marks	<p>There is a sound use of citizenship concepts, issues and terminology when putting together their argument.</p> <p>Spelling, punctuation, grammar and legibility are sufficiently sound to communicate meaning effectively.</p>	<p>Candidate provides a general response (as for level 2). Several clear and relevant points are made covering both sides of the argument and drawn from the sources and from their studies.</p> <p>The candidate begins to advocate or challenge the argument.</p>
Level 4 7–8 marks	<p>There is a good use of citizenship concepts, issues and terminology when putting together their argument.</p> <p>The candidate must organise their information clearly. Their meaning must be clear and spelling, punctuation and grammar must be reasonably accurate.</p>	<p>As for level 3 plus: candidate offers a detailed response with a well-argued conclusion and with reference to several good points drawn from the sources and from their studies.</p> <p>There is clear evidence that the candidate is advocating or challenging the argument.</p>
Level 5 9–10 marks	<p>There is a very good use of citizenship concepts, issues and terminology when putting together their argument.</p> <p>The candidate must organise their information clearly and coherently. Their meaning must be clear and spelling, punctuation and grammar must be accurate.</p>	<p>As for level 4 plus: candidate offers a convincing and well-written response which contains a definite point of view supported with evidence.</p> <p>The requirements to advocate or challenge are met throughout the work, and the appropriate view is strongly expressed supported with evidence from the sources and their own study.</p>

For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.